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ABSTRACT

This checklist identifies the essential characteristics of a quality elementary physical education program and provides a measuring device to evaluate existing programs. It is composed of 96 items divided into the following categories: (1) the teacher; (2) staff development; (3) the instructional program; (4) program evaluation; (5) organization and administration; (6) equipment and facilities; and (7) school related programs. (JD)

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Program Appraisal Checklist

for elementary school physical education programs

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Program Appraisal Checklist For Elementary School Physical Education Programs

Physical education is an integral part of the total educational process. It makes unique contributions to the growth and motor development of children. To become skillful movers, children need a variety of opportunities for practice, positive encouragement, and quality instruction. In order to help achieve this important objective, the essential characteristics of a quality elementary physical education program must be identified. The Program Appraisal Checklist provides such a measuring device, and may be used as a tool for assessing existing programs. The checklist is based on the AAHPERD position paper entitled, "Essentials of a Quality Elementary School Physical Education Program," and is composed of 96 items divided into seven categories.

HOW TO ADMINISTER:

Evaluative criteria are presented in the form of positive statements describing attributes that are considered highly desirable. The evaluator should carefully read each statement and determine as objectively as possible the extent to which he/she believes that the statement describes the school's program. This extent is indicated by circling:

A—Excellent
B—Adequate
C—Undecided
D—Disagree
E—No basis for evaluation

A rating of "A" for an item suggests that the stated attribute of the school's program is in *consistent agreement* with what actually is present in the physical education program.

A rating of "B" indicates that the item is *generally in agreement* but that there may be need for improvement in this area.

A rating of "C" indicates that the evaluator is *undecided* whether the item describes the program or not.

A rating of "D" indicates that the evaluator *definitely disagrees* that the item describes what actually is present in the

physical education program and there is a definite need for improvement in this area.

A rating of "E" indicates that the evaluator has *no basis for evaluation.*

HOW TO USE:

The completed checklist may be used to identify specific areas of the program that need improvement, and for the on-going assessment and improvement of the total physical education program. More specifically it may be effectively used as:

1. An informal self-assessment guide by the instructor;
2. an informal program assessment guide by the school principal; and/or
3. a conference guide between the teacher and principal.

I. THE TEACHER

The teacher is the key element in any successful educational endeavor. The teacher in charge of the physical education program:

1. works effectively with children	A	B	C	D	E
2. is an involved, contributing member of the school	A	B	C	D	E
3. works effectively with other teachers, administrators and parents	A	B	C	D	E
4. establishes and maintains positive pupil-teacher relationships	A	B	C	D	E
5. makes a consistent effort to interpret the program to the public	A	B	C	D	E
6. motivates students by her/his own enthusiasm	A	B	C	D	E
7. sets a positive example of personal fitness and health habits	A	B	C	D	E
8. integrates knowledge of human movement, child development, and current learning theories	A	B	C	D	E
9. is knowledgeable in the area of child growth and motor development	A	B	C	D	E
10. is knowledgeable about the structure and function of human movement	A	B	C	D	E
11. is competent in the observation and assessment of children's movement	A	B	C	D	E
12. is knowledgeable about learning processes, teaching strategies and factors that affect movement skill learning	A	B	C	D	E
13. participates in curricular development	A	B	C	D	E

14.	plans effectively for daily instruction	A	B	C	D	E
15.	has clearly stated objectives	A	B	C	D	E
16.	plans adequately for inclement weather	A	B	C	D	E
17.	is capable of assessing and working with children who have special needs	A	B	C	D	E
18.	is skilled in meeting the needs and interests of children as individuals	A	B	C	D	E
19.	takes adequate safety precautions	A	B	C	D	E
20.	is able to modify lesson content as needed	A	B	C	D	E
21.	provides maximum opportunities for active learning time by all	A	B	C	D	E
22.	effectively utilizes a variety of teaching strategies and methods	A	B	C	D	E
23.	maintains an environment in which children are consistently challenged to become skillful movers	A	B	C	D	E

□ □ □

II. STAFF DEVELOPMENT

The continual development of staff is crucial to maintaining up-to-date dynamic educational programs. The teacher in charge of the physical education program:

24.	is specifically trained to teach in the area of elementary school physical education	A	B	C	D	E

25. takes advantage of staff development opportunities offered through inservice training, professional workshops, conferences, and/or university courses — A B C D E

26. participates in professional organizations at the local, state, and/or national level — A B C D E

27. utilizes up-to-date resource materials to enhance knowledge and aid in program planning — A B C D E

28. is given opportunities to visit other elementary physical education programs — A B C D E

29. is given release time for attending professional meetings — A B C D E

30. has a local supervisor or other resource person regularly available as a consultant — A B C D E

III. THE INSTRUCTIONAL PROGRAM

All educational programs should be designed to help each child become a more self-directed, self-reliant, and fully functioning individual. The physical education program:

31. is an integral part of, and consistent with, the total educational philosophy of the school — A B C D E

32. serves the diverse needs of all children whether gifted, average, slow learners, or handicapped — A B C D E

33.	is based on an established written curriculum	A	B	C	D	E
34.	is of sufficient breadth and depth to be challenging to all	A	B	C	D	E
35.	is developmentally based and progressively sequenced from year to year	A	B	C	D	E
36.	is regularly updated and revised	A	B	C	D	E
37.	has well defined objectives for progressive learning	A	B	C	D	E
38.	is built around the development of efficient, effective, and expressive movement abilities	A	B	C	D	E
39.	provides opportunities for the development of fundamental movement patterns and specific movement skills	A	B	C	D	E
40.	encourages children in the development of physical fitness	A	B	C	D	E
41.	provides opportunities for children to enhance their *abilities* in games/sports, dance, and gymnastics	A	B	C	D	E
42.	provides opportunities for children to enhance their *knowledge and understanding* of games/ sports, dance, and gymnastics	A	B	C	D	E
43.	instills a positive regard for safety	A	B	C	D	E
44.	fosters creativity	A	B	C	D	E
45.	promotes self-understanding and acceptance	A	B	C	D	E
46.	promotes positive social interaction and self-control	A	B	C	D	E

47. recognizes and provides for learning enjoyment (fun) A B C D E

48. strives for a healthy balance between cooperation and competition A B C D E

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IV. PROGRAM EVALUATION

Evaluation is a key aspect of the teaching/learning/assessment triad. The teacher in charge of the physical education program:

49. utilizes assessment as a continuous aspect of the program A B C D E

50. assesses individual student progress toward achieving program objectives A B C D E

51. utilizes assessment as a means of improving teaching A B C D E

52. utilizes assesament as one means of describing the program to parents A B C D E

53. uses assessment as a means of motivating children to self-improvement A B C D E

54. refrains from being overly concerned about the child's rank in relation to others and/or national norms A B C D E

55. objectively assesses children's movement and skill development A B C D E

56. objectively assesses children's physical fitness A B C D E

57. makes provisions for periodic evaluations of the total physical education program by other teachers, administrators, parents, and/or children — A B C D E

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V. ORGANIZATION/ ADMINISTRATION

Proper organization and administration is crucial to the success of any educational endeavor. The physical education program:

58. provides for a minimum of 120 minutes per week of instructional time in addition to time allotted for supervised play and recess — A B C D E

59. provides at least 30 minutes class periods for all grade levels — A B C D E

60. provides for the time allocated to instruction to be exclusive of time used for dressing, showering, recess, and noon-hour activities — A B C D E

61. groups children coeducationally for instruction in compliance with the intent of Title IX regulations — A B C D E

62. groups children for instruction to reflect the intent of Public Law 94-142 and Section 504 of Public Law 93-112 — A B C D E

63. provides the physical education specialist with a daily planning period — A B C D E

64. provides adequate time for travel and planning for teachers who must travel between schools — A B C D E

65. schedules primary and intermediate grade classes in teaching blocks in order to maximize teacher efficiency — A B C D E

66. requires teachers and students to be appropriately dressed for the types of activities being conducted — A B C D E

67. has a standardized procedure for filling out and filing accident report forms — A B C D E

68. has first aid supplies readily available — A B C D E

69. has a qualified person readily available to administer first aid in case of injury — A B C D E

70. requires a medical statement for students to be excused from class for an extended period of time, or to be readmitted following serious illness or injury — A B C D E

71. provides for scheduling class sessions for children with special needs — A B C D E

72. has a standard procedure for notifying teachers of a severe weather warning or other emergency situation — A B C D E

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VI. EQUIPMENT AND FACILITIES

The equipment and facilities made available establish the boundaries of what can be accomplished in any education program. In physical education:

73. equipment is purchased and maintained through the regular school budget	A	B	C	D	E
74. supplies and equipment are purchased with the aid of established standards	A	B	C	D	E
75. equipment is in ample supply for optimal learning to take place	A	B	C	D	E
76. the teacher makes effective use of available facilities and equipment	A	B	C	D	E
77. indoor facilities are sufficient for optimal learning to take place	A	B	C	D	E
78. Outdoor facilities are sufficient for optimal learning to take place	A	B	C	D	E
79. all facilities are adequately maintained and promote a safe and healthful environment	A	B	C	D	E
80. Indoor and outdoor apparatus are selected for developmental values	A	B	C	D	E
81. "All weather" outdoor surface areas are provided, properly marked, and maintained	A	B	C	D	E
82. outdoor apparatus has appropriate landing areas in case of falls by students	A	B	C	D	E
83. natural grassy outdoor play areas are provided and maintained	A	B	C	D	E
84. facility planning is done in cooperation with teachers, principals and other resource persons	A	B	C	D	E

85. available community facilities are effectively utilized (i.e., recreation centers, parks, bowling alleys, YMCA/YWCA, etc.) A B C D E

86. there is an established policy for the regular inspection and repair of defective equipment and facilities A B C D E

87. there is an established policy for taking inventory and ordering supplies and equipment A B C D E

88. bulletin boards, charts, and other visual aids are made available and used on a regular basis A B C D E

89. an office or other appropriate facility is made available to the teacher A B C D E

90. proper, adequate, and safe storage space is provided for all equipment A B C D E

91. parent/teacher organization or other groups assist in the purchase of equipment from their funds A B C D E

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VII. SCHOOL RELATED PROGRAMS

School related programs provide enrichment opportunities for all students. As an extension of physical education, the school related program:

92. provides enrichment (before school, during the noon hour, or after school) for intermediate and upper grade children who choose to participate A B C D E

93.	provides for all levels of skill within the enrichment program	A	B	C	D	E
94.	provides for variety in content and organization	A	B	C	D	E
95.	provides an intramural program in the upper elementary grades for all who choose to participate	A	B	C	D	E
96.	provides opportunities for parents and interested community members to attend an annual gym show or public demonstration	A	B	C	D	E

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